RESEARCH PLAN

ON

ORGANISATIONAL CULTURE AND ITS IMPACT ON FACULTY AND STUDENTS'ENGAGEMENT: A STUDY ON UNIVERSITIES OF RAJASTHAN

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Organisational Culture and its Impact on Faculty and Students' Engagement: A Study Based on Universities of Rajasthan

Introduction

India has witnessed a massive expansion of its educational infrastructure. It has one of the largest education networks, and third largest reservoir of science and technology manpower in the world. To accommodate this school going population, it requires a strong educational infrastructure in order to keep pace with the developing economy and provide it with quality manpower. Education can accelerate economic growth and investment is a key indicator to expand and improve quality of education. Thus, Indian education requires more investment, which can lead to good quality education.

India holds an important place in the global education industry. It is one of the largest higher education systems in the world. However, there is still a lot of potential for further development in the education system. In Present situation, India management colleges and institutes are running successfully. According to the marginal utility of management, education is so high that students will be willing to spend their two years of expected income on such education. The management graduates lack in right kind of skills, which are require for employable. Now the time has come to realise the mismatch between the product and the demand therefore, required to overcome this problem.

Culture is playing a very important role and considered as one the most essential ingredient in the institutional performance. Organisational culture has direct relationship to organisational behaviour. According to Lightfoot, Purkey & Smith, (1983); Sarason, (1990) the culture of each organisation is unique, "common slope" in student culture have been identified. Schein, (1992) noted "Culture as a set of shared assumptions i.e. beliefs and values. When beliefs and values are shared in an organisation to meet the goal, they create a corporate culture (Azhar, 2003). This study may help the management institutions or colleges to perform better by incorporating the useful strategies and techniques. Therefore, this study is intended to focus on impact of organisational culture on faculties and students' engagement to find the importance and its affect

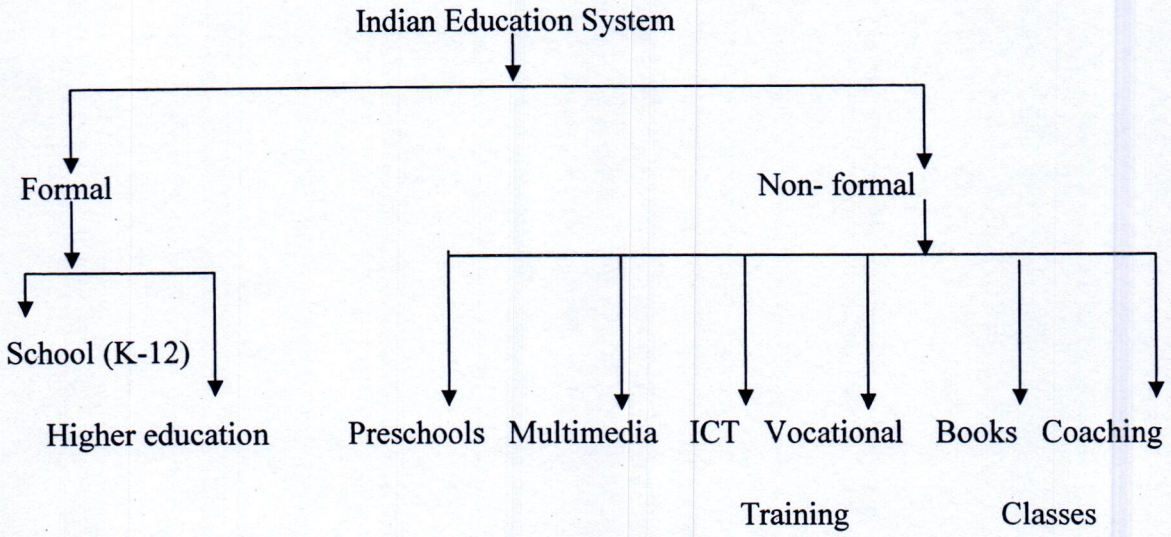
of its culture to the values and the behaviour of its members, to maintain a healthy state of mind and foster permanent improvement (Folch & Ion, 2009). Researchers have been studying organisational culture to create an effective and efficient organisation in today's competitive environment. For this reason, the variables of engagement will be study, to motivate faculty and students at their workplace and simultaneously, provide quality candidate in other industries to perform effectively and efficiently.

According to Harper and Quaye, (2009) Engagement requires not only being active but also feeling and sense making. It is not only maintaining or focusing on good classroom behaviour or attendance, but also a connection with learning. Engagement is essential to most effectively achieving the overall purpose of the university. Today engagement, is an aspect of learning and discovery, and enhances society and higher education. In the last decade, there have been innovations in higher education, such as the strengthening and creation of international cooperation networks. The increase of academic mobility of faculty and students, new management structure, new methods of assessment, accreditation and financing, diversification of courses, programs and studies in the teaching and learning has been formed. Cultural influences are a key issue when considering innovation and change processes (Aguinis & Roth, 2005).

Background of the Study

Higher education system in India has undergone rapid development. Currently, India's higher education system is the largest in the world enrolling over 70 million students while in less than two decades, India has managed to create additional capacity for over 40 million students. Technical Education has a crucial role to play in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. In this direction, various institutions have been set up such as Indian Institutes of Technology (IITs), National Institute of Technology (NITs), Indian Institute of Management (IIMs), Indian Institute of Science Education and Research (IISERs), School of Planning and Architecture (SPAs) and Polytechnics. Further, Technical Education Quality Improvement Programme (TEQIP) is being implemented as part of internationalization of higher education, the Ministry has bilateral and international collaborative arrangement in the education sector and undertakes the formulation, implementation and monitoring of Educational Exchange Programmes (EEPs) with various countries. Indian education system

can be segment into formal and informal segments, which are further divide into sub-segments.



National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged to leverage the potential of ICT, in providing high quality personalized and interactive knowledge modules over the internet/intranet for all the learners in higher education institution in any-time, anywhere mode. According to EY's, report 40 million by 2020: preparing for a new paradigm in Indian higher education, India is predicted to grow at 18% per annum until 2020. This is because of the service-driven model of the Indian economy and the growing demand for quality education. Furthermore, there are considerable opportunities in new niche sectors, such as vocational training, finishing schools and e- learning. 'Booming Distance Education Market Outlook 2018' (RNCOS report) expects the distance education market in India to grow at a compound annual growth rate (CAGR) of around 34 per cent during 2013-14 to 2017-18. Moreover, the aim of the government to raise its current gross enrolment ratio to 30 per cent by 2020 will also boost the growth of the distance education in India. The market size of Indian education sector is expected to increase to Rs 602,410 crore (US$ 95.80 billion) by 2014-15 on the back of strong demand for quality education, according to a report by India Ratings.

The total amount of foreign direct investments inflow into the education sector in India stood at US$ 1,171.10 million from April 2000 to June 2015, according to data released by Department of Industrial Policy and Promotion (DIPP). According to the Union Minister for Human Resource and Development, India will need more than 1.2 million teachers under the program called Right to Education Campaign. Keeping in view of this, there has been a thrust

on education of girls since independence in four annual reports – 2013-14 order to bridge the gender gap in education in India. At the same time, All India Council of Technical Education (AICTE) in order to increase the enrolment of women in technical education has special concessions in the regulations for setting up of new women technical institutions. Indira Gandhi National Open University (IGNOU) has also been making conscious efforts to reach out to the girls/women learner in remote and rural areas.

In India, the growth in gross domestic product (GDP), technological development and growth in services sector since 2005 has fueled the demand for more B-Schools. The globalized economic environment has forced the business entities to improve their efficiency and adopt world's best practices to survive and grow in a highly competitive market economy. The business activities therefore, have become extremely complex requiring continuous improvement of systems and processes, innovating new products & services and making strategic decisions. This has thrown a great challenge to managers for conducting business effectively. These challenges have surged the demand for business education for developing effective managerial skills and orientation. In 1990s and 2000s, the favourable global business environment provide great opportunities for business education particularly in high growth developing economies requiring customised business education aligning with the needs of their business and corporate. Increased opportunities for management education have also thrown several challenges for the management education administrators with shortage of competent and qualified faculty, coordination and interaction with industry, internationalization of management education to meet global challenges, exposure to rural markets and economy where tremendous business potential exists, diversifying management education to meet the requirements of different segments, branding the institution, etc.

Management consists of variety of subjects which includes accounting, finance, marketing, organisational behaviour, strategic planning, quantitative methods, etc. It gives the degree called MBA or PGDM i.e. Master of Business administration and Postgraduate of Diploma in Management. It also teaches topics such as make students aware of application software such as ERP, POS, Simulation, SCM & logistics. In addition to this, it also helped students to improve their skills and trained them to run an enterprise. The alumni bring prestige to the school and placement is a result to quality of teaching and education provided in the school. Management education in India has followed global trends in terms of growth. It has become a big business and highest competing college or institute across the world. Accreditation is being used as a major tool for ensuring quality of management education. The major change

one can observe is that learning is becoming student centric. There is an urgent need to renovation the existing business education system to cope up with the dynamic world.

Importance of Management Education

Management education has originated in the United States. Management education offers all necessary tools to equip one with the necessary techniques of successfully handling various business and management related issues. Besides providing the basic management capabilities it also provides :- (i) The ability to use the contingency approach to solving business problems (ii) Combining the best parts of several solutions into a unique and better solution (iii) Having a global perspective (iv) Working with and learning from others.

Literature Review

Organisational Culture

According to Watson (2006) concept of culture derived from a metaphor of the organisation as 'something cultivated'. Robbins (1986) defines organisational culture as a relatively uniform perception, it has common characteristics, it is descriptive, it can distinguish one organisation from another and it integrates individuals, groups and organisation systems variables. Aftab, Rana & Sarwar (2012) aimed to study the impact of organisational culture on role-based performance. According to Sinha & Arora (2012), the specific objectives of study were to identify a suitable culture for business excellence and to assess and measure this culture. Al-Enezi (2011) study includes six dimensions of organisational culture i.e. performance appraisal, conflict resolution, leadership & teamwork, training, quality, and finally mission, vision and values. (Ooncharoen & Ussahawanitchakit, 2008) examined and investigated the relationship between five dimensions of service culture (high-quality service, communicate openly and honestly, service responsiveness, service failure prevention, and service recovery) and organisational excellence.

This article outlines core steps to be taken to ensure culture and systems are harmoniously brought together to create a new high performing business (Atkinson & Clarke, 2006). Al-Sokhni (2005) investigates the availability of organisational culture five core components (vision, beliefs, values, norms, and expectations). For the past decades, most academics and practioners studying organisations suggest the concept of the culture is the climate and

practices that organisations develop around their handling of people, or to the promoted values & statement of beliefs of an organisation (Schien, 2004).

There are many terms used by different researchers to denote organisational culture. Similarly, there are many definitions of organisational culture. Organisational culture has been characterized by many authors as something to do with people and the unique quality and style of the organisation (Kilman et al; 1985), Sometimes, organisation culture is also known as "corporate culture"."Corporate Culture" is used to denote the more "commercialized" meaning of organisational culture (Deal & Kennedy, 1982).

Dimensions of Culture

Organisational Culture manifested in beliefs and assumptions, values, attitudes and behaviours of its members is a valuable source of firm's competitive advantage (Hall, 1993; Peteraf, 1993) since it shapes organisational procedures, unifies organisational capabilities into a cohesive whole, provides solutions to the problems faced by the organisation, and, thereby, hindering or facilitating the organisation's achievement of its goals (Yilmaz, 2008).

Organisational Culture	**Performance Management Practices (PMP)**
Involvement Culture	Clear and measurable goals
Consistency Culture	Performance measurement system
Adaptability Culture	Consultative Performance Appraisal
Mission Culture	Training Effectiveness/Evaluation
	Performance-based Compensation

Source: Denison & Mishra (1995)

A Framework of Organisational Culture	
Environment	How does the organisation define its environment? What is the attitude toward the environment?
Mission	How is it defined? How is it articulated? Is it used as a basis for decisions? How much agreement is there?

Socialization	How do new members become socialized? How is it articulated? What do we need to know to survive/excel in this organisation?
Information	What constitutes information? Who has it? How is it disseminated?
Strategy	How are decisions arrived at? Which strategy is used? Who makes decisions? What is the penalty for bad decisions?
Leadership	What does the organisation expect from its leaders? Who are the leaders? Are there formal and informal leaders?

Source: Tierney (1988).

The assessment of an Institutional Culture the competing values framework (CVF) is a model for cultural assessment developed from an analysis of Campbell's long list of effectiveness dimensions of organisations. An extension of the competing values framework is the organisational culture assessment instrument (OCAI). Cameron and Quinn (1999) developed the Organisational Culture Assessment Instrument (OCAI). It is a validated research method of examining organisational culture.

The OCAI is a questionnaire that has six categories in which you distribute 100 points between four sub-items for each that represent the four competing values cultures, where: type A style indicates a clan culture, type B style indicates an adhocracy culture, type C style indicates a market culture while type D style indicates a hierarchy culture. A summary of the OCAI is depicting in given table.

S.no.	Type of Culture	Variables
1	Dominant organisational Characteristics	A: Personal, like a family B: Entrepreneurial, risk taking C: Competitive, achievement oriented D: Controlled and structured
2	Leadership practices	A: Mentoring, facilitating, nurturing B: Entrepreneurial, innovative, risk taking C: No-nonsense, aggressive, results oriented D: Coordinating, organizing, efficiency oriented

3	Management practices	A: Teamwork, consensus, and participation B: Individual risk taking, freedom, and uniqueness C: Competitiveness and achievement D: Security, conformity, predictability
4	Organisational glue	A: Loyalty and mutual trust B: Commitment to innovation, development C: Emphasis on achievement and goal accomplishment D: Formal rules and policies
5	Strategic emphasis	A: Human development, high trust, openness B: Acquisition of resources, creating new challenges C: Competitive actions and winning D: Permanence and stability
6	Criteria for success	A: Concern for people B: Unique and new products and services C: Winning in the marketplace D: Dependable, efficient, low cost

Source: Quinn and Cameron (1999)

Student Engagement

According to Newmaim et al., (1992) "A student's psychological investment is an effort directed towards learning, understanding, or mastering knowledge, skills, or crafts that academic work is intended to promote". Bomia and colleagues (1997) define student engagement as students' willingness, needs, desire motivation and success in the learning process. Hu and Kuh (2001) and Kuh (2009) refer to student engagement as the time allocated by students to educational activities to contribute to the desired outcomes and as the quality of their related efforts. Student engagement is a complex construct, which incorporates numerous definitions.

Appleton et al., (2008); Fredricks et al., (2004); Furlong et al., (2003); Jimerson et al. (2003) have indicated there is inconsistency in the definition of engagement and the terminology used to identify engagement. Despite the inconsistencies in the terminology of engagement, themes have emerged from the research. For example, some definitions compared the positive outcome of engagement with the negative result of disengagement (Ogbu, 2003). Most definitions tend to include a behavioural component and contain emotional or

psychological components. However, few include academic or cognitive components in their definition.

Some of the researchers like Marks (2000) and Willms (2003) adopting a two-component model often include a behavioural element, which has been defined as exhibiting positive conduct, effort, and participation, and an emotional element, which has been defined as having interest, belonging, and a positive attitude. Cognitive engagement is define as paying attention to the teacher, thinking deeply about the subject matter, and the use of various strategies to solve a problem or arrive at a solution. Bryson & Hand, 2007; Gunuc & Kuzu, 2014 reveals that emotional engagement involves students' responses to the teacher, peers, course content and to the class which all include attitudes, interests and values. Crosling, Thomas and Heagney (2008) have put together a collection of papers on the role of academic and social engagement in the retention of students. Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation. Although focusing on engagement at a school level, Fredricks, Blumenfeld and Paris (2004), drawing on Bloom (1956), usefully identify three dimensions to student engagement, as discussed below behavioural engagement, emotional engagement and cognitive engagement. Some critics (Carlson, 2005; Young, 2006; Carnivale, 2006; Bennett, Maton, & Kervin, 2008) do not believe today's students require special educational concessions. Limited engagement or disengagement of students includes non-attendance on campus, skipping classes, coming to class without completing assignments and lack of peer interaction.

Dimension of Student Engagement

In order to increase levels of student engagement, efficient methods of measuring student engagement must first be identified (Fredricks et al., 2011). The measurement of student engagement tends to focus on the quantity and quality of academic tasks, activities, and conditions. While there are many ways to study engagement, data can be collect through surveys or questionnaires. This fieldwork can be invasive, tend to focus on behaviour, is resource demanding, and is difficult to generalize (Astor & Connell, 1992). The most common approach for measuring student engagement is via self-report questionnaires. Questionnaire items geared toward measuring emotional engagement usually ask students about liking school and being happy, or feeling lonely, bored, sad, frustrated and angry (Skinner & Belmont 1990; Willms 2003; Archambault et al. 2009).

However, Lamote et al. (2013) used students' attitude toward homework as an indicator of behavioural engagement and Ablard and Lipschultz (1998) focused on assessing students' learning strategies, such as memorisation, task planning and self-monitoring. Finn & Rock

(1997); Newmann, Wehlage, & Lamborn (1992); Pintrich & De Groot (1990) have shown that the more students are engaged in their schoolwork, the more likely they are to perform well academically. Student engagement, in general and across its many conceptualisations, has found to be predictive of a variety of desirable academic and life outcomes.

Faculty Engagement

Teachers Engagement define by Schaufeli et al., (2001) vigour is characterised by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties. Dedication is characterised by a sense of significance, enthusiasm, inspiration, pride, and challenge and the third dimension of engagement recognized as Absorption. A high level of teacher engagement, which is defined as having commitment and enthusiasm (Rutter and Jacobson, 1986), is essential for the success of high schools and is a contributing factor to academic achievement (Basikin, 2007). Engagement at work described by Kirkpatrick (2007) as an employee has interested, enthusiasm for and investment in the job. Maslach, Schaufeli, and Leiter (2001) defined engagement as having energy, involvement, and efficacy. However, this definition differs from that of Schaufeli et al. (2002), who defined engagement as "a positive, fulfilling, work related state of mind that is characterised by vigour, dedication and absorption." Engaged teachers are concerned about the quality of education they deliver (McLaughlin et al., 1986) and that concern is observable in their classroom practices (Rutter & Jacobson, 1986). Engaged teachers search for new ideas, implement best teaching practices (Marzano, 2003), modify instruction to meet the instructional needs of their students (Cotton, Dollard, & de Jonge, 2002), have high expectations for their students (Boaler, 2004; Tyler & Boelter, 2008), take responsibility for student learning (Cotton et al., 2002), frequently monitor student progress and provide students with feedback (Marzano, 2003).

Admittedly, positive teacher behaviours are important and may suggest ideas of effective engagement. Certain behaviours (e.g., increased class preparation time, increased tutoring sessions) do support student and teacher engagement. However, examining engagement as a psychological disposition or attitude adds value and allows heightened understanding. Teachers who possess positive attitudes towards their students and believe in the importance of the educative process are more likely to engage in behaviours associated with higher teacher engagement and thus, positively affect their students' psychological states and to foster student engagement in the classroom environment. The teacher believes and exudes the notion that education is paramount while embracing the role as an educator committed to

making a difference in the lives of the students (Berman & Mclaughlin, 1980; Cotton et al., 2002; Lieberman & Miller, 1981). Teacher beliefs that their efforts are impactful and make a difference in the lives of their students are important (Cotton et al., 2002; Rosenholtz, 1986). The work of an effectively engaged teacher is enthused by the meaningfulness of the success of the work itself (Rosenholtz, 1986).

Engaged teachers experience pride and confidence in their efforts when students achieve as well as disappointment and new challenges when they do not (Farber, 1984). Additionally, engaged teachers show characteristics of enthusiastic and positive interest into vigorous work (Basikin, 2007). According to Carlson (2005), Administrators push professors to use technology in the classroom because they believe that is what today's students want and faculty members feel pressured to shorten lectures, increase group-discussion time, and ignore the "multitasking". At some point, what we are doing is killing higher education. Educators are always trying to find ways of improving student engagement and motivation. Using interactive games in the classrooms is view as a strategy that improves student engagement and active learning (Devonshire et al., 2014; Predmore & Manduley, 2006). Active learning only occurs if the games are well designed (Dixit, 2005).

Fredericks et al. (2004) propose a framework for considering engagement that distinguishes between cognitive, behavioural and emotional engagement. Kahn (1990) who described engaged employees are connecting with their work emotionally, cognitively and physically. (Bakker, 2011) echoes this definition when he says that engagement refers to focused energy that is fixing toward organisational goals. Work engagement is a relatively new concept coming from organisational psychology that only recently has been specified theoretical definitions and instruments for assessment (Hallberg, 2005).

Dimension of Faculty Engagement

Recently increased attention has placed on faculty engagement and its effect on schools and student performance. Studies (Basikin, 2007) found that increased levels of faculty engagement had a positive effect on student engagement and academic achievement. Thus, in order to ensure that faculties are engage at work, it is necessary to identify effective methods of measuring faculty engagement. Faculty engagement can be measured using the Work and Well-Being Survey, also known as the short form of the Utrecht Work Engagement Scale (UWES-9) developed by Schaufeli et al. (2003). The UWES-9 has three subscales that measure vigour, dedication, and absorption with one's job (Schaufeli, Bakker, & Salanova, 2006). They suggest, "Students also need to experience their learning as challenging. The

more relevant students perceive the content of a class to be, the more likely they have to be engage by it (Frymier & Shulman, 1995).

The link between Organisational Culture, Faculty Engagement and Student Engagement

Enhancing the engagement culture on a university campus is a versatile effort. O'Meara, Saltmarsh, and Sandmann (2008) frame the paths institutions take in strengthening the culture of engagement in their institutions. Kezar, Chambers, and Burkhardt (2005) mark out the institutional change process in the academy, describing the institutionalization of engagement in terms of a national movement within higher education and as a process of culture change on campuses. Sandmann (2008) conceptualizes both the pathway of institutionalization and the role university leaders' participate in shaping and transforming the culture of engagement. Chalofsky (2003) stated that meaningfulness is more likely to be experienced at work when there is similarity between the values and beliefs of the employee and the organisation. The more meaningful individuals find their work, the higher will be their engagement in it. Work engagement is measured at the individual level, however, organisational (i.e. culture, leadership, etc.) factors that will influence an employee's work engagement levels (Alarcon, Lyons & Tartaglia, 2010). More recent research further supports the idea that the quality of direct teacher instruction has positive impacts on student achievement (Dolezal, Welsh, Pressley, & Voncent, 2003; Hamre & Pianta, 2005; Torgeson, 2002). Creating a culture that is favorable to engagement becomes critical for optimal organisational outcomes. Therefore, the key focus of this study is to investigate the impact of Organisational Culture and engagement.

Variable	Measures	Author	Year
Organisational Culture (OC)	Performance Management Practices (PMP)	Denison & Mishra	1995
	A Framework of Organisational Culture	Tierney	1988
	Organisational Culture Assessment Instrument (OCAI)	Cameron & Quinn	1999
Faculty Engagement (FE)	Utrecht Work Engagement Scale (UWES-9)	Schaufeli & Bakker	2003

Student Engagement (SE)	Student Engagement Instrument	Appleton, Christenson & Furlong	2008

Scope of the Study

The study gives insight knowledge about the impact of the organisational culture, faculty and students' engagement. It also discusses about the organisational culture, faculty and students' engagement variables. The present study creates an academic interest not only to academicians, but also to students with reference to organisation culture. This study will be conducted only in private and public universities of management education institutions or colleges of Rajasthan. Thus, it is limited to one geographical area of a country; therefore, findings of the study will not be able to generalize in terms of its implications.

Research Gap

- Few researches found an impact of organisation culture on Faculty and Students' engagement with reference to an education sector.
- Limited studies have conducted in India as compared to other countries as per the literature.
- There are very limited numbers of research on faculty engagement.
- Most of the studies include work engagement relatively than students and faculty engagement.
- Only few studies on faculty and study engagement have been carried out thus, the study only focus on impact of organizational culture on faculty and students' engagement of university of Rajasthan, India.

Research Questions

- What is the meaning of organisational culture for education sector?
- What are the dimensions of organisational culture?
- What kind of relationship exists between organizational culture and faculty engagement?
- What kind of relationship exists between organizational culture and students' engagement?
- How faculty engagement affects the students' engagement?

Objectives

- To determine the factors of organisational culture.
- To investigate the relationship between organisational culture and faculties engagement.
- To investigate the relationship between organisational culture and students' engagement.
- To study the impact of faculty engagement on students' engagement.

Hypotheses

- H_{01}: There is insignificant relationship between organisation culture and faculties' engagement.
- H_{a1}: There is a significant relationship between organisation culture and faculties' engagement.
- H_{02}: There is insignificant relationship between organisation culture and students' engagement.
- H_{a2}: There is a significant relationship between organisation culture and students' engagement.
- H_{03}: There is insignificant relationship between faculties and students' engagement.
- H_{a3}: There is a significant relationship between faculties and students' engagement.

More hypotheses on the above path would be developed as the study progresses.

Research Methodology

This section presents an overview of the methods to be used in the study. Areas covered include the research design, population, sample and sampling techniques, data collection and analysis.

Research Design

The research design applied in this study will be descriptive survey research design. The major purpose of descriptive research is to describe the characteristics and understand the relationship between the variables under the study.

Population

The population is all the universities of seven divisions of Rajasthan, which includes total number of management faculty and students from each college or institutes. Target population is all management students and faculty of Private and Public Universities that refers to that population through which the result of the study will be generalized.

Sampling Area

Universities of seven divisions of Rajasthan, in which only Management Colleges or Institutes of Jaipur, Bharatpur, Bikaner, Jaipur, Jodhpur, Kota and Udaipur will be selected for the study.

Sample Respondents

Faculties and PG course students of Management Colleges or Institutes of Rajasthan.

Sample Size

Size of the population, which is derived from the flowing formula to get the actual sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size and is the level of precision. A 95% confidence level and P = .5 is assumed.

(Source: PEOD 6, series of the Agricultural Education and Communication Department, Florida Cooperative Extension Service University of Florida, Glenn D. Israel ,1992)

Sampling Design

The study will adopt stratified random sampling method to select elements. This will ensure a fair representation of respondents to know the actual result of the impact of organisation culture on faculty and students' engagement.

Data Collection Method

Data will be collect by the means of Questionnaire. The aim of the questionnaire is to collect information and data to meet the research objectives of the study. Two questionnaires will be design by using the five point likert scale to collect data from the faculties and students of management colleges or institutes of Rajasthan.

Data Collection Instrument

Denison & Mishra (1995), Tierney (1988) and the Organisational Culture Assessment Instrument (OCAI) was developed by Cameron and Quinn (1999), will be taken for the analysis. On the other hand, for Faculty Engagement standardised instrument of Utrecht Work Engagement Scale (UWES) will be use to measure engagement. This scale is composed of three subscales namely vigour (six items), dedication (five items) and absorption (six items) (Schaufeli & Bakker, 2003).

The Student Engagement Instrument (SEI) is designed to measure the cognitive and affective engagement of students in school (Appleton, Christenson, & Furlong, 2008).

Data Analysis

Regression analysis will be used to relate the dependent variable to a set of independent variables and correlation will be used to see the relationship between two or more variables will be computed. Factor analysis will be used to reduce a large number of variables to a smaller number of factors for modeling purposes, where the large number of variables precludes modeling all the measures individually. For a smooth and accurate analysis of the data, advanced statistical analysis software like Statistical Package for Social Science (IBM SPSS20) will be used for data analysis.

Significance of the Study

This study will increase our understanding the impact of organizational culture on engagement of faculties and students. It will also provide an opportunity to understand the relationships between faculty engagement and student engagement. However, much literature exists on the topics of faculty engagement and student engagement independently, there is much less literature on faculty engagement and student engagement as multifaceted and interrelated constructs. In addition to this, perceptions of both the faculty and the student regarding the engagement level of the other can be influenced by outside factors such as cultural differences and perceptual bias. Impact of organisational culture on faculty and students' engagement might serve as a form of intervention strategies in improving performance of the management colleges or institutes. The study will a revelation in research and will be used as a reference material for research in the future.

Implications

This study will help the faculties in realizing their impact in the college and their importance on the student outcomes. Faculty must realize that only interaction is not enough, but the interaction must be characterised by a certain quality. In addition to this, the study will help the faculties in understanding the needs of the students and maintaining the relationship with the students. Faculty need to be more helpful and accessible to students. Not only focusing on the formal interactions in the classrooms, they also need to continue with the informal interactions.

The study also emphasize on students that they should be more persistent in seeking opportunities like better placement and extra-curricular activity etc. and for this reason they are required to be involved with the faculty. Previous research and researchers believed that engagement could be increase by using worksheets, technology / media, etc.

Administrators must help in fostering good pedagogy, which helps in creating the value of better relationship between the faculty and students. Finally, administrators must work on student-faculty interaction. Last but not the least the societies also will acquire great and highly skilled students and managers. This study not only helps in providing them better career opportunity but also help in the growth of the economy and quality of life.

Limitations

- Research would be focused only on private and public universities of Rajasthan. However, as a result of focusing solely in this geographical area, the results of this research may not be applicable to outside Rajasthan.
- Only management faculties and students will be included in this study.

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